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ABSTRACT

This document discusses continuing education, primarily as it concerns Idaho, with specific reference to classroom teachers. The report makes the assumption that education is not just for students or scholars but should fulfill the need for an "enlightened electorate." "Continuing education" is defined as including all forms of supplementary education provided through the efforts of numerous institutions and agencies from "cradle to grave," while "Idaho continuing education" focuses on adult education that is not already a part of the function of educational institutions or agencies. The remainder of the report is divided into the following sections: Correspondence with Neighboring States and Studies Conducted by Other States Concerning Continuing Education, One-Day Conference of Idaho Continuing Education Personnel, A Survey of the Continuing Education Needs of Idaho's Classroom Teachers, and Recommendations. Through this step-by-step presentation, it is stated, a clearer insight into the directions Idaho should be taking in continuing education will be possible. (JA)

ED 083204

A PILOT STUDY CONCERNING THE CONTINUING EDUCATION NEEDS OF THE STATE OF IDAHO--INCLUDING A SURVEY OF THE CONTINUING EDUCATION NEEDS OF IDAHO'S CLASSROOM TEACHERS

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A Study Requested by the

Idaho State Department of Education

[Inst. source

by

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CHAPTER I

INTRODUCTION AND DEFINITION OF CONTINUING EDUCATION

Our country is going through a metamorphosis that only the educated may survive with any degree of dignity. We are continually reminded of automation's role in this change and of factors such as communication, transportation, data processing, and all of the other fields in science and technology which are influencing the direction of our culture.

Most persons are aware of the needs of youth for education. All of us are confronted with the directives to our children of "Stay in School and Graduate" provided via the mass media from governmental agencies in general and the U. S. Army and U. S. Dept. of Labor in specific. For our high-school and college students this is probably excellent advice. Job opportunities will be greater and job security more sure for the individual who prepares himself for the next decade rather than being satisfied with the educational demands of the present one.

The recommendation for further education, however, is often overlooked by the "leaders of the present." Somehow education has been considered the prescription for the "leaders of the future" only. No individual, however, who wants to challenge the future can afford the luxury of ignorance or being uninformed.

While the state of Idaho does not face some of the problems of states with a large number of urban areas and industrial complexes, Idaho does face the problem common to all states of the need for an enlightened electorate. Ranchers, farmers and other small businessmen need to be economists, financiers, and sales executives in our volatile markets. The rancher who continues in the "grand old tradition" without concern for

governmental programs, price/cost ratios, and labor management will probably contribute little to Idaho's commercial growth.

Our state industries, although probably aware of profit determinants, also need opportunities for coordinating their efforts with those of other business and commercial groups in the state to contribute significantly to the state's growth. In-service training and general education are, in fact, as important to the large industrial organization as to the one-man store.

Most persons will accept the notion of educators, legislators, businessmen, and others closely aligned with the growth of the state keeping informed of national and local trends and news. The need is as great, however, for each segment of our state's population. For the state to develop, the citizens of Idaho must be unified at least in the sense of being open to change and able to consider ideas critically and accept or reject them based on their individual merits.

The avenue to accomplishing this is not singular. Subjecting each person in the state to one indoctrination will not produce an interested, informed citizenry. An individual pursuing learning in his own interest area, however, does tend to generalize this involvement to other areas. A person taking part in a formal or informal educational program does become interested in the system sponsoring it. Businessmen attending a seminar concerning the coordination of their efforts do become concerned with transportation, legislation, communication and maintaining the economic growth of the state. Ranchers gathering for adult education in the areas of economics and federal legislation pertinent to their business interests do find opportunities to expand their ideas through communication. The housewives, physicians, and laborers, meeting separately in their own groups or together pursuing common interests in sketching,

civil defense, income tax law, or first aid, provide the interaction necessary for continued education.

Some of the basic necessities for effective continuing education in the state would seem to involve an atmosphere for learning, an enthusiasm about education, and qualified persons to lead discussions and/or teach courses. Since these necessities all center around the educational attitude, level, or environment of the state, the continuing education needs of the state's teachers possibly should be one of the first areas of study. Therefore, while examining some of the general needs and problems of continuing education in Idaho, specific attention in this report will be given to the needs of the Idaho classroom teacher. This is not intended to infer that the continuing education in the state should primarily be for teachers or that the teachers should be given preference in planning the state's continuing education program, the needs of the teacher are simply one place to begin investigating and are, as stated, the major topic of this pilot study.

The remainder of this report is divided into the following sections: Definition of Continuing Education, Correspondence with Neighboring States and Studies Conducted by Other States Concerning Continuing Education, One-Day Conference of Idaho Continuing Education Personnel, A Survey of the Continuing Education Needs of Idaho's Classroom Teachers, and Recommendations. Through this step-by-step presentation, hopefully, a clearer insight will be given into the direction(s) this state should be taking in continuing education.

Definition of Continuing Education

Continuing education in this section will not be defined to the

satisfaction of everyone. This subject has been obscured forever by the associated, often referred to as synonymous to continuing education, terms of adult education and extension. The informed reader may be somewhat repelled by the liberty which has been taken to even list these terms in the same sentence. These terms, however, are linked together in more conspicuous ways than in this report--on office doors across the nation you can read these terms in conjunction which label the interior as providing ADULT AND CONTINUING EDUCATION or CONTINUING EDUCATION AND EXTENSION. In this examination an attempt will be made to at least summarize some of the interpretations of continuing education which seem appropriate for Idaho and possibly provide a basis for further discussion of the concepts involved later in this report.

The Policy Statement Committee of the National University Extension Association introduces its Fall, 1961, report with the following: "The dissemination of old and new knowledge, skills, methods and standards to those who are not full-time students in residence, to those who have assumed an adult role in society, is the primary objective of university extension." Throughout this policy statement the terms of extension, adult education and continuing education occur in a synonymous manner.

As further indication of this dilemma a survey was conducted under the title of COOPERATIVE EXTENSION SERVICE, UNIVERSITY OF ILLINOIS, CONTINUING EDUCATION STUDY which began with a definition so that each person responding to the questionnaire would know whether the service provided by his institution was appropriate for the purpose of the study. The following definition of continuing education was given:

> . . . . <u>what is continuing education instruction</u>? In answering the following questions, please consider it as that activity of an educational institution which engages the institution in the

systematic diffusion of knowledge to those not enrolled for academic credit in a formalized educational system--such as a grade school, high school, or college. It does include students enrolled in credit courses for non-credit and all other certificate and non-credit courses. We do not want to include "shotgun" diffusion efforts, such as those in which the educational institution disseminates information to the population at large on the assumption that some learning will occur by chance. We do want to include those activities in which the educational institution reduces the element of chance in learning by employing procedures to accomplish learning systematically. From the student's standpoint, continuing education instruction must involve his active participation in some form other than passive listening or viewing, or random reading. To be included as continuing education instruction, the activity must meet two qualifications:

(1) Be a part of an organized effort to achieve learning systematically.

(2) Have an exchange relationship between the institution and the participant.

Hopefully, the participants in the survey were able to label themselves appropriately following this description, but more likely the issue was still confused.

In a letter received during the course of the present study from the Director of Adult Education in Olympia, Washington, a belief was stated that, "there is a growing feeling among adult educators in the State of Washington to retitle their entire program 'Continuing Education.'" Also in his letter the Director included the definition of Adult Education as presented in the Washington State Board of Education Code of Rules and Regulations:

> Adult education, as hereinafter provided, shall mean instruction other than that offered through the regular curriculum designed for the formal pursuit of education (1) through the elementary and secondary schools, (2) leading to the acquisition of the academic degree in higher education and (3) for a specified occupational training program.
>
> The following commonly used terminology shall be defined as adult education within the intent of the provisions of this chapter:

(1) Adult education courses or classes
(2) Evening school courses or classes
(3) Continuing education including high school completion

It is understood that the phrase "evening school" is not limited to classes held in the evening but may be applied to daytime offerings in the adult education program.

Again adult education and continuing education occur together but this time the trend seems to be toward continuing education as the more global term.

In an effort to specifically define continuing education in response to a request sent to his office, Dr. Gil Carbone, then Executive Director of Higher Education in Idaho, developed the following definition in 1967.

> In a contemporary sense, continuing education can best be defined as the offering of instruction, whether for academic credit or without such benefits, to individuals who are generally atypical of the traditional age groups normally enrolled by educational institutions or agencies. That is, persons who usually enroll in continuing education programs are those who are unable to enroll in the traditionally organized institutional offerings for reasons associated with personal, economic, occupational, and/or geographic circumstances or for whom traditional institutional programs bear no relevance to their personal educational needs.
>
> Continuing education offerings could include instruction in subjects normally associated with the curriculum of the elementary and secondary schools; college and university extension and resident-extension courses; and conferences, workshops, and short courses designed to provide general education or to extend the vocational competence of semi-skilled, skilled, or professional persons in recognized occupational classifications. In addition, a comprehensive program of continuing education could include such offerings as general educational and informational television programs; television courses offered for high school or college credit; correspondence study programs at all levels; courses designed to develop satisfying leisure-time pursuits; instruction designed to assist retired or near-retired individuals adjust to their new status; educational activities associated with the identification and solution of community-urban-rural social and economic problems; and activities designed to disseminate information derived from research projects or other studies when such data would have a general educational value.
>
> Continuing education programs could be offered on college campuses or at sites removed from the campus; they could be offered during the normal school day, in the late afternoon or evening, or during the weekend.

A fifth source of information concerning the definition of continuing education came from a Conference of Idaho Continuing Education Personnel. (A discussion of the Conference occurs in Chapter III.) From the very first minutes of the Conference the participants made it quite clear that the definition of continuing education should not be too narrow. In fact, it became necessary to differentiate between "continuing education," the general term and "Idaho Continuing Education," the state office.

The first definition of continuing education was generally accepted as being very broad and the participants would have probably approved of the definition by Carbone or any of the others previously given. The ranges of ages and activities, which were given in conjunction with this more general term were very unrestrictive. Almost any form of education provided outside of the formal credit classroom setting was considered as part of continuing education.

A cradle to the grave definition of continuing education was given which could cover persons from Headstart programs through those who had not finished high school or college to persons preparing for retirement. Anyone continuing his education, no matter at what level he was beginning, would be included.

When Idaho Continuing Education was discussed, however, the problems quickly mounted. Where were the limits of the jurisdiction of this office? Where was the proper domain of other state, local, and private agencies? Where was the major responsibility of Idaho Continuing Education?

The discussion began by trying to place limits on various factors. For example, how young could a person be and still be considered eligible for Idaho Continuing Education services? If a person were enrolled in an elementary school or high school could he still be allowed to take part in

Idaho Continuing Education offerings? If age could not be considered a factor, then what about educational level? Could persons who were not grade-school or high-school graduates take part in Idaho Continuing Education offerings or would this place Idaho Continuing Education in direct competition with the high-school or adult basic education?

Two of the factors which caused some of the above questions were the role of Idaho Continuing Education in the past year (its close associations with university credit programs) and the administrative position of Idaho Continuing Education in the state system (it is directly under the state universities).

Not being able to resolve any cut-off limits dealing with extremes in definition, the Conference participants began to focus on the primary or central areas with which Idaho Continuing Education had responsibility. The following four areas were listed (they are discussed further in Chapter II under the Role of Idaho Continuing Education): (1) Credit Courses for Persons Seeking Degrees, (2) Credit Courses for Persons Meeting Job Requirements (but who are not seeking degrees), (3) Conference of Seminars of a Non-Credit Nature, and (4) General or Cultural Seminars Covering a Broad Range of Interests.

Basically the participants did not want to limit Idaho Continuing Education to a few sub-groups but neither did they want to be responsible for all forms of continuing education conducted in the state. The consensus was that as a Department of Continuing Education they should have specific priorities for their own direct involvement in continuing education services (the above four categories). They felt that the Department should be free to develop, study, and coordinate activities that it

would be unable to if it had the responsibility for directing the myriad continuing education programs in the state.

Many more sources of definitions of continuing education could be listed all the way from the 1945 Harvard University publication, General Education in a Free Society to the various state agencies which provide their own definitions, but they all overlap considerably and at the center of each definition a common core tends to exist.

Summary

Considering the definitions discussed and the suggestions from the Conference for Idaho Continuing Education Personnel a functional definition for continuing education in Idaho would recognize that "continuing education" as a general concept includes all forms of supplementary education provided through the efforts of numerous institutions and agencies and is a very comprehensive continuous process (cradle to grave). The specific term "Idaho Continuing Education," however, focuses on adult (including high-school age persons who have assumed an adult role in society) education which is not already part of the function of the formal educational institutions and is not being provided by some other agency or organization.

CHAPTER II

CORRESPONDENCE WITH NEIGHBORING STATES AND STUDIES CONDUCTED BY OTHER STATES CONCERNING CONTINUING EDUCATION

As a possible basis for comparing this study with others, letters were sent to the Directors of Continuing Education for seven of the states in the northern Rocky Mountain and Northwest region--Colorado, Wyoming, Montana, Utah, Nevada, Oregon and Washington. One of the questions asked in each letter was, "Has a study been conducted concerning the 'Continuing Education Needs for the Future' in your state?" Each of the states replied in the following manner:

Colorado, Otto G. Ruff, Director of Teacher Education and Certification, Colorado Department of Education, Denver

"I know of no formal study having been made on the Continuing Education Needs of Colorado."

Wyoming, Arthur C. Burman, Coordinator of Extension Classes, the University of Wyoming, Laramie

"The most recent study done by our Division in the area of continuing education needs at the state level is approximately four years old and did not pertain to the educational needs of teaching personnel."

Montana, No Response

Utah, Avard A. Rigby, Administrator, Division of Special Educational Services, Utah State Board of Education, Salt Lake City

"As one component of Utah's participation in the eight-state cooperative study "Designing Education for the Future" a representative sub-committee is currently working in the area of Continuing Education. The first draft of a preliminary report of our Committee's findings and recommendations is scheduled for completion on May 1, 1968. Refinements and editing of this document will occur during the summer, after which the Committee's report will be incorporated into a consolidated State document which will go to press on or about September 1, 1968.

Nevada, E. A. Haglund, Supervisor, Area Administration and Certification, Department of Education, Carson City

"In response to requests from local school districts, and based on evaluations of teacher needs for continuing education by State Dept. of Educational Personnel, particularly field consultants, the State Department of Education requested (1964) the State Board of Education to approve the establishment of in-service education programs for teachers in Nevada school districts. No formal study or report was published. Local surveys of teacher needs have been made periodically and courses developed accordingly.

Oregon, No response

Washington, Elmer E. Clausen, Director of Adult Education, Office of Superintendent of Public Instruction, Olympia

"To the best of my knowledge there has been no study concerning 'Continuing Education Needs for the Future' in our state."

Without a readily available study to use as a comparison in this region, the Educational Resources Information Center (ERIC) indexes were checked. Several studies concerning continuing education and adult education were listed but most of them pertained to the factors of attendance and achievement, for persons involved in this form of education. (One very comprehensive compilation of studies was presented by the Department of Adult and Continuing Education, Florida State University, Tallahassee--Graduate Research in Adult Education (And Closely Related Fields) At Florida State University, 1950-1966.)

After some research one study was found that seemed to have in it a number of the aspects of a study that could be conducted in Idaho--(ERIC Number ES000225) Comprehensive Educational Programs, Guidance Services, and Cultural Enrichment For Adults, R.I., Providence, City Public Schools. This study was for one city and requested funding of $17, 198.00. Although the city was large in comparison to Idaho's population the funding would probably need to be somewhat higher for a state-program.

The following abstract is from the special planning grant submitted for the project:

A. The Providence School Department will explore methods, and take other necessary steps, for improvement and expansion of adult and continuing education programs, cultural enrichment opportunities, and guidance services which will embrace the needs of all men and women of Providence, help them perform productively their respective roles in today's urban society, and raise the educational, cultural and economic level of the community. We shall evaluate current programs, and assess the needs of adults with respect to available services; develop guidelines for more effectively coordinating relevant programs and making them more accessible as to time-scheduling and location; and marshall the community's facilities, personnel, planning and administrative resources, and other media--public, private, and voluntary--in a total effort to provide resources which will permit adults to maintain a maximum level of independence and autonomy.

B. The entire effort will be directed toward innovative ideas and exemplary programs. Comprehensive additions to the current supply of adult education, cultural enrichment, and guidance programs; coordinating existing and proposed programs with effective health, recreation and social services; new flexibility in administrative procedures and operational patterns fashioned toward modern urban needs; application of valid research and educational technology to provide new instructional systems, cultural offerings and psychological services which will meet the wide variety of educational and related needs; and development of comprehensive SERVices in Adult Guidance and Education--a SERV-AGE Center which will also be a focal point for community planning in program development, school-community relations, and a clearinghouse to facilitate assessment of programs from a variety of viewpoints, provide information on all relevant resources available, and make appropriate referrals.

C. The Providence School Department will work cooperatively with committees and individuals broadly representative of educational, cultural, guidance, and other relevant and significant community resources. Questionnaires, interviews, meetings, conferences, and other techniques of community planning will be utilized. Consultants and specialists will be retained as needed; and articulation with colleges, universities, and other institutions will be maintained. Surveys will be conducted and research and other studies will be examined. A "working conference" will be held, followed later by an all-city conference. A Directory of Services will be compiled on all educational, cultural, guidance and related resources. Visits to facilities in other communities--inside and outside the state--will be made for observation of programs in operation similar to those which we want to set up. All these procedures will combine to lay the basis for formulating guidelines for the development of programs to become effective at the expiration of the Planning Grant, probably some time in 1967. Evaluative procedures are built into the planning procedure.

Summary

Although some research is being conducted in the Northwest concerning the "Continuing Education Needs for the Future," this type of research does not seem to be a part of any state's on-going evaluation of its educational services. At least one city, Providence, Rhode Island, conducted a very comprehensive study but its application to a state-wide level would be difficult without extensive funding. Certainly more research is needed in this area and this pilot project may give direction to further study in Idaho.

CHAPTER III

ONE-DAY CONFERENCE OF IDAHO CONTINUING EDUCATION PERSONNEL

On March 13, 1968, in the Idaho Education Association Building in Boise, Idaho, a meeting of continuing education personnel was held. The following persons were in attendance:

Arthur P. Lloyd, Director of the Current Project and Conference Chairman
L. Lee Woods, Director of Idaho Continuing Education
Jack C. Burstedt, Director of Financial Affairs for Continuing Education
James Black, Regional Director for Idaho Continuing Education--University of Idaho
Richard Merriman, Regional Director for Idaho Continuing Education--Idaho State University
Milton Small, Director of Special Programs
Gerald P. Reed, Continuing Education--Boise College
Paul Kaus, Coordinator of Continuing Education--University of Idaho

Prior to the Conference the project director had met with some of the participants individually concerning the purpose and format of the Conference and the rest of the participants had been contacted by L. Lee Woods, the State Director of Continuing Education. Basically, the purpose of the Conference was to discuss the future needs of Idaho in the area of continuing education and the direction and role of the Department of Continuing Education in the future. (An additional topic discussed at the Conference--the definition of continuing education--was reviewed in Chapter I.)

Continuing Education Needs in Idaho

Participants in the Conference listed four areas of need to which Idaho Continuing Education should address itself (1) Credit Courses for Persons Seeking Degrees, (2) Credit Courses for Persons Meeting Job Requirements (but who are not seeking degrees), (3) Conferences or Seminars

of a Non-Credit Nature, and (4) General or Cultural Seminars Covering a Broad Range of Interests.

In Area I--Credit Courses for Persons Seeking Degrees--teachers and business executives were discussed as the major groups needing course work leading to degrees. Although all of the participants in the Conference wanted to make it quite clear that they did not feel that this was "the major function" of Idaho Continuing Education, they did feel that it was "a major function." Also in conjunction with this area, a graduate education center that would be co-sponsored by the University of Idaho and Idaho State University was discussed. The consensus was that all of the academic policies and procedures of the courses should naturally be handled by the two universities while Idaho Continuing Education could coordinate, schedule, and generally assume many of the non-policy administrative duties.

Area 2--Credit Courses for Persons Meeting Job Requirements (but who are not seeking degrees)--again included both teachers (completing courses for certification) and management persons (qualifying for promotions). In addition to these groups, however, several additional groups were mentioned which might need college credit but would not necessarily be applying this credit toward a degree, for example, pharmacists who want to become hospital pharmacists.

Area 3--Professional Seminars of a Non-Credit Nature--included a wide range of professional groups like physicains, lawyers, teachers, bankers. The general attitude at the Conference was that many businessmen and professionals are confronted continually with the constant turnover of knowledge in their fields and feel that they must bring themselves up to date periodically. Since they may not be concerned with college

credit, specialized seminars would seem to provide the appropriate means of disseminating this information.

Area 4--General or Cultural Seminars Covering a Broad Range of Interests--was considered the area with the most potential by the Conference participants. In addition to the more commonly considered groups dealing with current events, various hobbies, literature, etc., a possible preparation for retirement program was discussed several times throughout the Conference. Illustrations of businesses which were preparing their employees for retirement were given and the suggestion that a program for the purpose should be offered for Idaho's teachers and state employees. Basically, although it was not discussed in detail, the retirement preparation program could include assistance in moving from regular paid employment to more community involvement, satisfying uses of leisure time (including hobbies), and possibly service types of activities.

An illustration was given by one of the participants about his sister who had reached the retirement age for teachers. He was quite concerned that this was going to be an extremely traumatic experience for her since her life has been dedicated to teaching. Another of the participants mentioned Community Action Program Centers as a place where teaching is provided by volunteers. If the one participant's sister had been provided with opportunities for preparing for retirement possibly another teaching outlet would have been the answer for her. As the situation was, however, she had simply pretended that retirement would not happen to her. With a more thorough understanding of the opportunities after retirement this woman would probably have enjoyed her last years of teaching even more without the "dark cloud" of retirement over her.

The Role of the Idaho Continuing Education Department

The orientation of the employment of the participants who attended the Conference, naturally, promoted extended discussion concerning the development of Idaho Continuing Education's role in the state. One of the first subjects approached, concerning this development of role, centered around the duplication of continuing education services.

Various public, private, church and out-of-state educational institutions are offering credit courses and/or seminars in Idaho which would be considered under the general heading of continuing education. The YMCA, extension services, professional associations, Utah State University, Brigham Young University, local church groups and even the State Department of Education each contribute to the vast range of programs available in Idaho. The problem occurs in the lack of coordination between all of these various educational services. Because of this lack of communication between the various agencies, considerable duplication occurs with the result that two similar programs might possibly be offered at the same time in the same general geographic area with neither one surviving. Of course, the opposite problem also occurs in that many areas of Idaho have basically no continuing education services available.

Publicity seemed to be the initial step at resolving this coordination problem. First many, including state agencies, are not aware of the existence of Idaho Continuing Education and most of the groups which are aware of its existence do not really understand its function. Some successes have occurred in publicizing Idaho Continuing Education. One participant discussed a contact that he had made with a state professional association which was preparing to develop an educational service for its membership. This association was going to hire a professional person in

its field to coordinate instruction but in addition to this duty, he would be responsible for the scheduling of seminars, reserving rooms and other miscellaneous tasks. This organization was not aware that many of the administrative details such as arranging facilities could be handled through Idaho Continuing Education much more efficiently and economically. In fact, almost all of the participants attending the Conference could give several examples of informing some agency or group about the services which Idaho Continuing Education could offer and being received with a "this is great; we are happy to have you working with us; let's go, sort of attitude".

The successes, however, have been in the minority of instances. Ordinarily, Idaho Continuing Education does not learn of a competing program until the program is underway with all of its duplicated administrative structure. With various out-of-state universities, departments of the in-state universities and numerous other groups offering continuing education, the question of "How can all of these activities be coordinated?" was raised. Essentially, the conclusion of the Conference was that the activities could not currently be coordinated but possibly a start could be made by at least providing a clearinghouse in the state where most of the agencies which offer programs could send a notification. In this way, a step could be made toward eventually providing a source of cross-referencing of the continuing education opportunities available at a given time in a given place.

Currently, Idaho Continuing Education offers courses and seminars which may be in direct competition with other programs. In the future, if a means of establishing a clearinghouse is discovered, Idaho Continuing

Education should probably only become active in initiating courses in areas not actively covered by other public and private agencies. If after Idaho Continuing Education has provided a course or seminar in a particular area for a period of time, a local group or another state agency wants to begin offering the service, then Idaho Continuing Education should probably allow them to assume the responsibility and move on to some other area which is still in need of assistance.

If the concern of Idaho Continuing Education is for adequate educational programs being provided for the state, then possibly it should not matter who is providing the education. (One major exception taken to this concept dealt with out-of-state educational institutions establishing branches in Idaho. Most of the participants felt that any National organization or Idaho organization should be free to develop needed programs in the state, but neighboring states seemed to be considered in a different light. The attitude was noticeably present of feeling that we should be able to provide education for our own state.)

If Idaho Continuing Education is not going to establish a competitive program of courses and seminars but is simply going to move in and out of areas as needed, what functions other than serving as a clearinghouse can it provide? First, although it may not choose to sponsor numerous courses, Idaho Continuing Education could still handle many administrative details for organizations offering courses and seminars. Second, in addition to being a clearinghouse Idaho Continuing Education could publicize, as a central agency, a cross-referenced list of educational services available in the state. Third, Idaho Continuing Education could serve as the research and innovation agency for this type of educational service.

In the area of research, a number of studies could be conducted using continuing education personnel--(1) the appeal and effectiveness of credit versus non-credit seminars, (2) free versus fee continuing education offerings, and (3) heterogeneous versus homogeneous professional groups in cultural seminars, to name a few. In the area of innovation, various pilot projects which have been tried elsewhere could be experimented with in Idaho to see if they would succeed here. Also, seminars and workshops which might have appeal to residents of the state could be organized and offered. (Currently, it is difficult to organize an untried seminar since you cannot make a firm commitment to bring persons in for a workshop until you are sure that you will have the enrollment and you cannot guarantee the enrollment until you have something specifically to offer.)

Another consideration which should be covered that was discussed in the Conference was the financing of Idaho Continuing Education. First, the participants were not in favor of having all of the offerings of Idaho Continuing Education subsidized, but neither were they in favor of having Idaho Continuing Education totally self-supporting. The point of agreement seemed to be that the funds for the administration of Idaho Continuing Education should be provided and the course offerings should pay for themselves (some making money and some losing money but balancing out financially).

This position of tuition-supported courses and state-supported administration was arrived at through the following logic. If Idaho Continuing Education was to be totally self-supporting, then in order to cover the course costs and the administrative costs the focus would have to be on offering money-making courses. Any creative ideas which included an element of chance in terms of profit would necessarily have to be delayed until such

a time that a firm financial reserve had been established. To all of the participants this seemed like an indefinite postponement of the basic research and innovative functions which appealed to them.

One point about the financing of Idaho Continuing Education which was not resolved concerned a small supplementary fund from which "seed money" could be drawn and possibly later returned to provide trial runs for new programs. Some felt that simply by having the administration covered that the regular course and seminar offerings should be able to sustain this fund. Others felt, however, that although this fund could be developed from the rest of the program it would simply provide a delay of a year before much experimentation could be conducted. But either way as long as the administration costs were provided, Idaho Continuing Education would at least have the personnel available to begin developing the ideas that they would eventually be able to try.

One final point taken from the Policy Statement of the National University Extension Association, which goes along with the consensus of the Conference, "When financing is too closely tied to enrollment fees, it follows that the educational policy can become secondary to budgetary factors. This type of financing makes it difficult to experiment in meeting the educational needs of the adult citizen. A larger share of the national income must be devoted to programs of continuing education."

CHAPTER IV

SURVEY OF IDAHO'S CLASSROOM TEACHERS

One of the basic concerns which motivated the development of this study was "What are the continuing education needs of Idaho's teachers?" Initially the research was going to center around a survey of various representative groups of teachers with an extensive questionnaire and a follow-up which would be intensive enough to insure a complete, comprehensive picture of the teacher's continuing education needs. Through a compounding of data-collection problems this original intention was changed to a survey of almost all of Idaho's classroom teachers with a more restricted questionnaire and no follow-up.

Although this latter development was a radical departure from the original plan all of its implications for guaranteeing an accurate summary of the continuing education needs of teachers were not negative. First, proper sampling techniques were no longer a problem since the group surveyed was essentially a population.

Second, the more restricted questionnaire was actually a more efficient form of the original and contained all of the elements which pertained directly to continuing education needs. For example, by several sortings of the (Educational) Professional Staff Records IBM Cards, which were used as the major source of information about teachers, before mailing the questionnaire, several items which were to be used in categorizing the teachers were deleted. Consequently, four slightly different forms of the questionnaire (See Appendix) were mailed rather than the longer, all-inclusive form.

Third, the omission of the follow-up, while possibly the most significant part of the change in procedure, may not have produced any major modifications in the distribution of the data received. An assumption made which might have validity was: Since the teachers who responded probably represented the teachers who need continuing education more than those who did not respond, and since the modification of the study removed the necessity for generalizations about the population, therefore, the total number of teachers who expressed continuing education needs could be considered as at least the base of the group representing their profession's needs.

Consequently, while possibly lacking some clarity in breadth, the persons responding to the questionnaire with their requests for continuing education represent a base group about which no generalizations to the population were necessary to establish need. This group indicates, at least, the minimal planning which must be taken for the future.

Population

The (Educational) Professional Staff Records IBM Cards for Idaho account for 8,338 persons. The total deck of IBM cards was sorted to limit the final group to the following characteristics:

(1) classroom teachers in public schools

(2) possess either the provisional or standard certificate

(3) a birth date not before 1910

The factor that this was to be a "teacher expression of need for continuing education" influenced the above group restrictions.

First, the study basically concerned classroom teachers but the inclusion of non-public classroom teachers was considered a point of

possible confusion in terms of their perception of continuing education's role in their education and certification requirements.

Second, the person with the Advanced certification and/or the Master's degree was judged as not "needing" or at least probably not considering himself as needing continuing education as much as a person lacking both of these attainments.

Ihird, persons approaching their last few years of teaching were not considered as needing or probably wanting continuing education as much as those with more potential years of teaching before them. (This was reaffirmed by the comments from some of the teachers within the limits of this study who felt that they were too close to retirement to be concerned with continued education.

Following the above three limitations the remaining total of 4,664 teachers was divided into eight groups.

Group	Certificate	Education	Number
I	Provisional certificate	Two Years of College	129
II	Provisional certificate	Less than Bachelor's Degree	513
III	Provisional certificate	Bachelor's Degree	344
IV	Provisional certificate	Bachelor's Degree + 30 Hours	41
V	Standard certificate	Two Years of College	17
VI	Standard certificate	Less than Bachelor's Degree	72
VII	Standard certificate	Bachelor's Degree	3,000
VIII	Standard certificate	Bachelor's Degree + 30 Hours	548
		Total	4,664

Data Collection and Results

On May 3, 1968, one of four forms of a questionnaire (See Appendix) was sent to each of the persons in the eight groups. Returned questionnaires were accepted until June 15, 1968. Six hundred and one or 12.89% of the questionnaires were returned. Table I presents a group by group

TABLE I

A SURVEY OF CLASSROOM TEACHER'S CONTINUING EDUCATION NEEDS

CATEGORIZATION OF RESPONSES	GROUP I Provisional Certificate Two Years of College	II Provisional Certificate Less than Bachelor's Deg	III Provisional Certificate Bachelor's Degree	IV Provisional Certificate Bachelor's Deg + 30 hours	V Standard Certificate Two Years of College	VI Standard Certificate Less than Bachelor's Deg	VII Standard Certificate Bachelor's Degree	VIII Standard Certificate Bachelor's Deg + 30 hours	TOTAL
1. Need Continuing Education to Complete Requirements for Next Highest Degree or Level of Certification	8	41	19	4	0	3	68	14	157
2. Do Not Need Continuing Education To Complete Degree or Certification Requirements but Would Be More Convenient Through Continuing Education	2	9	6	1	0	1	21	6	46
3. Would Like to Take Continuing Education Courses to Improve Effectiveness as a Teacher or For General Interest	0	18	8	0	0	1	82	23	132
4. Are Not Planning to Take Courses Through Idaho Continuing Education (includes those who will be using summer sessions, regular university programs, and/or on-campus evening division)	1	22	12	0	1	1	48	10	95
5. Have Not Indicated a Specific Interest in Idaho Continuing Education (undecided, leaving the state, leaving teaching or have returned a blank form)	0	4	10	2	0	1	126	28	171
TOTAL RETURNED	11	94	55	7	1	7	345	81	601
TOTAL MAILED	129	513	344	41	17	72	3000	548	4664
PER CENT RETURNED	8.53	18.32	15.99	17.07	5.88	9.72	11.5	14.78	12.89

listing of the number of questionnaires which were returned in each of five categories.

Category 1--Need Continuing Education to Complete Requirements for Next Highest Degree or Level of Certification--was composed of all persons who listed courses in response to questions 1 and/or 2 on their form of the questionnaire. These two questions specifically asked for "the course titles of the (on each form the appropriate next highest degree was listed) requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education" and "the course titles of the (the appropriate next highest level of certification was listed) requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education."

Of the 601 returns, 157 or 26.12% of them were in Category 1. Therefore, at least one quarter of the persons who took the time to respond to the survey definitely felt that they needed Idaho Continuing Education in order to complete degree or certification requirements.

Category 2--Do not need Continuing Education to Complete Degree or Certification Requirements but Would Be More Convenient Through Continuing Education--was composed of all persons who listed courses in response to question 3 on their form of the questionnaire but had not listed courses in response to questions 1 or 2. Question 3 asked for "any courses which are required for either the (on each form the appropriate next highest degree was listed) or the (on each form the appropriate next highest level of certification was listed) that would be more convenient to take if offered through Continuing Education although you could take them elsewhere."

Of the 601 returns, 46 or 7.65% of them were in Category 2. Combining this category with the returns for Category 1 indicates that, at least one third of the persons who responded to the survey either need or would like to take degree and certification requirements through Idaho Continuing Education.

Category 3--Would Like to Take Continuing Education Courses to Improve Effectiveness as a Teacher or for General Interest--was composed of all persons who listed courses in response to question 4 but had not listed courses in response to questions 1, 2 or 3. Question 4 was simply a complete sentence of the Category 3 title given above.

Of the 601 returns, 132 or 21.96% of them were in Category 3. Combining this category with the first two indicates that over one half of the persons who responded to this survey either need or would like to take courses through Idaho Continuing Education.

Category 4--Are Not Planning to Take Courses Through Idaho Continuing Education (includes those who will be using summer sessions, regular university programs and/or on-campus evening division)--was composed of all persons who in response to questions 1 and 2 wrote informative comments on the back of the survey placing them in this category and did not list courses for questions 3 or 4.

This category contained 15.81% of the returns. The most common reason for being placed in this category was a statement by the respondent that the rest of his credit must be in residence and he would not be interested in taking additional Idaho Continuing Education work until he had finished his degree. Many of these respondents explained that they had used Idaho Continuing Education up to the limit of hours which would apply

to their degree programs. Therefore, this category consisted of the persons who were pursuing their course work in summer sessions and regular university programs both in and out of the state because of choice (they preferred the regular programs or summer sessions over continuing education) or necessity (they were not in an area serviced by Idaho Continuing Education or felt that the courses they needed would not be offered through Idaho Continuing Education).

Category 5--Have Not Indicated a Specific Interest in Idaho Continuing Education (undecided, leaving the state, leaving teaching or have returned a blank questionnaire)--was composed of persons who wrote comments on the questionnaire which could not be identified with one of the other categories. In other words they had not listed courses in response to questions 1, 2, 3 or 4 and had not indicated an alternate form of education which would have placed them in Category 4.

The largest part of the 28.45% of persons who were in this category were simply undecided about whether they would pursue any more course work anyplace. The second largest group included persons who simply stated that they were leaving the state but had not specified how or if they would continue their programs. Finally, a few questionnaires were returned blank and some simply contained evaluations by the respondents of schools, programs, the state, continuing education in general but did not fall into one of the first four categories.

The two groups with the highest percentage of their returns in Category 5 were VII (36.52%) and VIII (34.56%). Of the eight groups only these two were for persons who possess both the Bachelor's degree and Standard certification (possibly providing them with the greatest

mobility). The two groups with the second highest percentage of returns in Category 5 were IV (28.57%) and III (18.18%). These two groups composed that balance of the teachers with Bachelor's degrees (which again possibly provides some mobility).

The two groups responding most heavily to the combined categories of 1, 2, and 3 were I (90.91%) and II (72.34%). These two groups possess neither the Bachelor's degree nor Standard certification. Therefore, the need and interest in Idaho Continuing Education appears to be connected to the factors of certification level and degree status. Those who have the degree and standard certification do not seem to be as interested in Idaho Continuing Education as those who have neither the degree nor standard certification.

Summary

Over half of the persons who responded to the survey want or need Idaho Continuing Education and an additional group would like to use Idaho Continuing Education but cannot because of residence requirements. The findings in Category 5 are difficult to interpret in terms of the need for Idaho Continuing Education for possibly people leaving the state should not be included in the study. Also many of the people who were undecided gave reasons surrounding the concept that the low status of teachers was destroying initiative and interest in professional development. Possibly these persons will be quite interested in Idaho Continuing Education courses if they feel that the status of the teaching profession in Idaho is changing.

(For a tabulation of specific items on the survey questionnaire, See the Appendix.)

CHAPTER V

RECOMMENDATIONS

Based upon the discussions and research involved in this paper, the following recommendations were made:

1. Because of a lack of coordination and publicity, considerable duplication exists in the continuing education services of Idaho. This duplication seems to result in a waste or inefficient use of human resources for both private and public agencies on the part of instructors, students and administrators.

Recommendation:

A clearinghouse for all continuing education services offered in Idaho (including those provided by out of state educational institutions) should be established so that students interested in providing education will not waste their efforts through unnecessary duplication.

As a part of the services of this clearinghouse a directory or cumulative newsletter could be published which would list seminars and courses available from almost all sources. This directory could also list requests from individuals or groups for courses or seminars to be established.

2. With the total financing of the Idaho Continuing Education service based upon profits from courses, the emphasis would necessarily have to be placed upon using activities which have shown in the past that they are profitable.

Recommendation:

The state should support the administrative costs of Idaho Continuing Education so that the tuition would only be needed to cover the costs of the courses.

Recommendation:

For at least one year an extra allotment should be made as "seed money" to begin the development of programs.

The chances of Idaho Continuing Education fulfilling its function of research and development of pilot projects should be substantially enhanced with the acceptance of the above two recommendations.

3. Individuals connected with the administration of higher education and students pursuing graduate degrees talk in very general terms about a Graduate Center co-sponsored by the University of Idaho and Idaho State University.

Recommendation:

A series of meetings should be held between persons who understand the relative merits of a Center like this and are in the position to make binding agreements concerning the feasibility of developing it.

4. Based on the findings of the current study, a vast amount of research is needed in the area of continuing education needs for the future.

Recommendation:

Design a comprehensive study of the Continuing Education Needs for the Future in Idaho by using a population distribution and an economic base study as a foundation. (At least one of these studies is currently in progress.) Second, appoint some coordinating agency (either at the state level or a research department in a university) to establish cooperative agreements with representative groups, associations or academic departments for each of the major areas of Idaho's population. Through this coordination a common format (methodology, questionnaires, interviews, etc.) for studying each part of Idaho's population should be established. Third, some representative agency for each group should conduct its portion of the study with the common procedure. Fourth, a final document should be written which will include all of the sub-studies and general recommendations for the direction of Idaho Continuing Education.

The following are some examples of groups which would possibly conduct phases of the study connected with their interest area under the general direction of the major coordinating agency:

Major Coordinating Agency--U of I or ISU Research Departments, State Department of Continuing Education, or State Department of Higher Education

a. Survey of the Business Community--U of I or ISU Colleges of Business, Chamber of Commerce or possibly personnel from one of the state's larger businesses.

b. Survey of the Professional Community
   (1) Law--College of Law, U of I, state bar association or possibly a law office.
   (2) Medicine--College of Medical Arts, ISU, State AMA, or possibly administrators of hospitals in Idaho.

c. Survey of Agricultural and Ranching Community--U of I College of Agriculture, county agents, extension service, or one of the farm or livestock associations.

d. Survey of Individual Communities for General Interest Groups Chamber of Commerce, church groups or local school personnel.

The above listing is certainly not all-inclusive. It is simply a very small idea of the various groups which might be appropriate to include in a state-wide investigation of the continuing education needs of Idaho.

Final Statement

Continued education for the adult has the potential for being more pertinent (because it is based on mature interests), more purposeful (the adult is able to use it immediately), and more satisfying (again because of this greater maturity involved) than regular education for the traditional student. Lack of opportunities for participation in the broadening experience can only hinder the cohesiveness and intellectual sophistication of the state.

APPENDIX

Label Containing Name, School Address, and Code Number 1 or 2

SURVEY OF THE CONTINUING EDUCATION NEEDS OF IDAHO'S CLASSROOM TEACHERS

The results of this survey are urgently needed to provide the Idaho State Department of Education with information concerning the courses that should be offered to accommodate the classroom teacher and to what extent Continuing Education is needed by the classroom teacher. Please complete this questionnaire and return it at your earliest convenience to Dr.Arthur P.Lloyd, College of Education, Idaho State University, Pocatello, Idaho, 83201.

1. Please list the course titles of the Bachelor's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

   If you have not listed any courses, please indicate on the other side of this page what your plans are concerning the completion of the Bachelor's degree.

2. Please list the course titles of the Standard certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

   If you have not listed any courses, please indicate on the other side of this page what your plans are concerning the completion of the Standard certificate requirements.

3. Please list any courses which are required for either the Bachelor's degree or the Standard certificate that would be more convenient to take if offered through Continuing Education although you could take them elsewhere.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

5. How many miles would you be willing to drive to take the courses listed for #1 or #2?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

6. How many miles would you be willing to drive to take the courses listed for #3?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

7. How many miles would you be willing to drive to take the courses listed for #4?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

Form 1-2

Thank you very much for your assistance.

Label Containing Name, School Address, and Code No. 3 or 4

SURVEY OF THE CONTINUING EDUCATION NEEDS OF IDAHO'S CLASSROOM TEACHERS

The results of this survey are urgently needed to provide the Idaho State Department of Education with information concerning the courses that should be offered to accomodate the classroom teacher and to what extent Continuing Education is needed by the classroom teacher. Please complete this questionnaire and return it at your earliest convenience to Dr. Arthur P. Lloyd, College of Education, Idaho State University, Pocatello, Idaho, 83201.

1. Please list the course titles of the Master's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

   If you have not listed any courses, please indicate on the other side of this page what your plans are concerning the completion of the Master's degree.

2. Please list the course titles of the Standard certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

   If you have not listed any courses, please indicate on the other side of this page what your plans are concerning the completion of the Standard certificate requirements.

3. Please list any courses which are required for either the Master's degree or the Standard certificate that would be more convenient to take if offered through Continuing Education although you could take them elsewhere.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

5. How many miles would you be willing to drive to take the courses listed for #1 or #2?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

6. How many miles would you be willing to drive to take the courses listed for #3?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

7. How many miles would you be willing to drive to take the courses listed for #4?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

Thank you very much for

Label Containing Name, School Address, and Code No. 5 or 6

SURVEY OF THE CONTINUING EDUCATION NEEDS OF IDAHO'S CLASSROOM TEACHERS

The results of this survey are urgently needed to provide the Idaho State Department of Education with information concerning the courses that should be offered to accommodate the classroom teacher and to what extent Continuing Education is needed by the classroom teacher. Please complete this questionnaire and return it at your earliest convenience to Dr. Arthur P. Lloyd, College of Education, Idaho State University, Pocatello, Idaho, 83201.

1. Please list the course titles of the Bachelor's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

   If you have not listed any courses, please indicate on the other side of this page what your plans are concerning the completion of the Bachelor's degree.

2. Please list the course titles of the Advanced certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

   If you have not listed any courses, please indicate on the other side of this page what your plans are concerning the completion of the Advanced certificate requirements.

3. Please list any courses which are required for either the Bachelor's degree or the Advanced certificate that would be more convenient to take if offered through Continuing Education although you could take them elsewhere.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

5. How many miles would you be willing to drive to take the courses listed for #1 or #2?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

6. How many miles would you be willing to drive to take the courses listed for #3?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

7. How many miles would you be willing to drive to take the courses listed for #4?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

Form 5-6

Thank you very much for your assistance

Label Containing Name, School Address, and Code No. 7 or 3

SURVEY OF THE CONTINUING EDUCATION NEEDS OF IDAHO'S CLASSROOM TEACHERS

The results of this survey are urgently needed to provide the Idaho State Department of Education with information concerning the courses that should be offered to accommodate the classroom teacher and to what extent Continuing Education is needed by the classroom teacher. Please complete this questionnaire and return it at your earliest convenience to Dr. Arthur P. Lloyd, College of Education, Idaho State University, Pocatello, Idaho, 83201.

1. Please list the course titles of the Master's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

   If you have not listed any courses, please indicate on the other side of this page what your plans are concerning the completion of the Master's degree.

2. Please list the course titles of the Advanced certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

   If you have not listed any courses, please indicate on the other side of this page what your plans are concerning the completion of the Advanced certificate requirements.

3. Please list any courses which are required for either the Master's degree or the Advanced certificate that would be more convenient to take if offered through Continuing Education although you could take them elsewhere.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

   (1)_____ (2)_____ (3)_____

   (4)_____ (5)_____ (6)_____

5. How many miles would you be willing to drive to take the courses listed for #1 or #2?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

6. How many miles would you be willing to drive to take the courses listed for #3?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

7. How many miles would you be willing to drive to take the courses listed for #4?

   ☐ 1-10 miles ☐ 11-25 miles ☐ 26-50 miles ☐ over 50 miles

Form 7-8

Thank you very much for your assistance

GROUP I (Provisional Certificate - 2 years of college)

1. Please list the course titles of the Bachelor's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education
- Educational Psychology
- Elementary Sch Physical Education
- Introduction to Education
- Philosophy of Education
- Speech Pathology and Audiology
- Teaching Physical Education
- Teaching Reading and the Language Arts

English
- Advanced Grammar
- Major American Writers
- Major British Writers
- Upper Division Literature

Fine Arts
- Creative Art
- Creative Dramatics
- French 101-102, Elem Fr
- French 121-122, Basic Fr
- French 181-182
- French 191-192
- German 101-102, Elem German
- German 191-192
- Music Curriculum

Sciences + Math
- Basic Concepts in Mathematics

Social Sciences
- Comparative Government
- Foundations of Western Civilization
- United States to 1865

2. Please list the course titles of the Standard certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education
- Education 122
- Introduction to Library Use
- Physical Education
- Public School Art
- Public School Music

Fine Arts
- Music Fundamentals
- Theory of Music

Sciences + Math
- General Biology
- Number System & Its Structure, the

Sociology + Psychology
- Child Psychology

3. Please list any courses which are required for either the Bachelor's degree or the Standard certificate that would be more convenient to take if offered through Idaho Continuing Education although you could take them elsewhere.

Education
- Educational Psychology
- Literature for Children
- Meth & Mat for Teaching Elem Sch Math
- Prin of Sp Correc in the Pub Sch
- Reading
- School Health Program
- Speech Analysis and Improvement
- Speech for Teachers

English
- Upper Division English

Fine Arts
- Color and Design
- Color Design
- Art Workshop
- Elementary Music
- Elementary Music
- History and Appreciation of Art
- Music in General Culture

Sciences + Math
- Basic Concepts in Mathematics

Social Sciences
- United States History

Sociology + Psychology
- Child Psychology
- Introduction to Sociology

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

Education
- Audio Visual Education
- Child Guidance Clinic
- Drivers Education
- Reading

English
- Early American Literature
- English Literature

Fine Arts
- Spanish

Social Sciences
- History of Russia
- Latin American History

GROUP II (Provisional Certificate - less than Bachelor's Degree)

1. Please list the course titles of the Bachelor's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education

- Audio Visual Education
- Curriculum of the Public School
- Elementary Music (2) *
- Foundations of Guidance
- Guidance Principles and Practices
- Human Growth and Development
- Introduction to Special Education
- Literature for Children
- Mental Hygiene in School Practice
- Meth & Mat for Teach El Sch Soc St & Sci
- Philosophy of Education
- Principles of Food Preparation
- Psychology of the Problem Child
- Princ of Sp Corr in the Pub Sch
- School Health Program
- Speech g432
- Speech g437
- Speech 481
- Student Teaching
- Survey of Brit and Am Pub Address
- Teaching Elem Sci Arithmetic
- Teaching Reading and the Lang Arts

English

- Contemporary Literature
- Creative Writing Workshop
- English
- English Composition
- Great Books
- Greek Literature and Mythology
- Humanities
- Language Arts
- Literature of Western America
- Major American Writers
- Major British Writers
- Survey of American Literature
- Survey of English Literature
- Upper Division English
- Upper Division Literature

Fine Arts

- Art Methods
- Creative Art
- Creative Dramatics
- History of Music
- Introduction to Art
- Lecture class in Art-Drama-Music
- Middle High German
- Music and Materials
- Music Methods
- Orchestration
- Upper Division Music

Sciences + Math

- Bacteriology
- Basic Concepts in Mathematics
- Basic Genetics
- Biology
- Biology for Teachers
- Conservation
- History of Math
- Intro to Biological Science
- Math Sequence
- Research Prob in Dental Hygiene

Social Sciences

- American Intellectual History
- Elementary Social Studies
- Func and Politics of Am Gov (2)
- Geography
- Government 111-112
- History
- History (Med-Ancient-European)
- Intro to American Government
- Medieval Europe from 4th to 11th Cen
- Medieval Europe from 11th to 15th Cen
- Modern European Cultural History
- Physical Geology
- Political Science
- Social Science
- United States since 1865
- United States to 1865

*( ) number of persons listing this course

Sociology + Psychology

Introduction to Sociology	Social Psychology
Psychology	Sociology
Psychology of Personality	

2. Please list the course titles of the Standard certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education

Foundations of Education	Philosophy of Education (2)
Introduction to Education	Student Teaching
New Math	Workshop in Indian Education

English

Elementary Music	Major American Writers (2)
Greek Mythology	Major British Writers (2)
Language Arts	

Sciences + Math

Basic Genetics	Natural Science
Modern Algebra	Number System and Its Structure (2)

Social Sciences

Function and Pol of Am Gov	State and Local Government
Geography	

Sociology + Psychology

Psychology	Sociology

3. Please list any courses which are required for either the Bachelor's degree or the Standard certificate that would be more convenient to take if offered through Idaho Continuing Education although you could take them elsewhere.

Education

Audio Visual Education	Physical Education for Teachers (2)
Child Growth and Development	Principles of Discussion
Education courses	Prin of Sp Corr in the Pub Sch (2)
Elementary Music	Reference and Bibliography
Elementary School Reading	Speech 311
Introduction to Education (2)	Upper Division courses
Meth & Mat for Teach El Sch Soc St & Sci (2)	
Philosophy of Education	Voice and Diction

English

Advanced Composition	Major American Writers
Advanced Grammar (2)	Major British Writers (2)
American Literature	New English courses
English Composition	Survey of English Literature

Fine Arts

- Acting
- Art Methods
- Creative Arts (Crafts)
- Creative Dramatics
- Elem Art for Teachers
- German II
- Introduction to Art
- Lec class in Art-Drama-Music
- Music Methods
- Piano in Class

Sciences + Math

- Basic Concepts in Mathematics (2)
- Biology
- Methods in Arithmetic
- Natural Science
- New Math courses
- New Math Part II
- Number System and Its Structure (2)

Social Sciences

- Foundations of Western Civ
- Geography (3)
- Geology (3)
- History course
- History of Idaho
- United States since 1865
- Westward Movement

Sociology + Psychology

- Human Relations course
- Psychology courses
- Psychology of Learning
- Social Problems
- Sociology

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

Education

- Analysis and Corr of Read Dis
- Aid Innovations
- Audio Visual Education (3)
- Counseling (3)
- Drivers Education
- Education courses (2)
- Elementary School Reading
- Exceptional Child
- Guidance (3)
- Health (Jr High Sch Girls)
- How To Teach Poetry
- Industrial Arts
- Kindergarten class
- Library Science (2)
- New Math
- New Methods
- Physical Education (2)
- Programmed Reading
- Reading
- Reading Lab (Primary 1-2)
- Reading Using New Methods
- Reading Workshop
- Remedial Reading (2)
- Seminar in Education
- Special Education
- Speech Correction
- Teach Read & the Lang Arts
- Team Teaching

English

- Advanced Composition
- Advanced Grammar
- Beginning Composition
- Bible as Literature, The
- Debate Class
- English Class
- Expository Writing
- Linguistics (3)
- Literature (6)
- Major American Writers
- Modern English
- New English class
- Poetry
- Seminar in a Maj Literary Figure
- Use of Lit in Composition

Fine Arts

- Art (6)
- Art Methods
- French
- German
- Languages (foreign) (2)
- Music in General Culture
- Music Methods (2)
- Music (Upper Division) (2)
- Piano in Class
- Reading and Interpretation
- Spanish
- Voice 431

Sciences + Math

- Anthropology
- Biology (Upper Division)
- Botany (2)
- Physical Science
- Science Method class

Social Sciences

- Geography (2)
- Government
- History
- History of Idaho
- History of Montana
- New Methods in Social Studies
- Physical Geography
- United States since 1865
- United States to 1865

Sociology + Psychology

- Human Relations course
- Psychology (3)
- Psychology of Learning
- Reality Therapy Theory
- Sociology

GROUP III (Provisional Certificate - Bachelor's Degree)

1. Please list the course titles of the Master's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education

- Adv Philosophy of Education (3)
- Education 614
- Education courses
- Guidance Princ & Practices
- Organ & Adm of Guidance Programs
- Practicum
- Prin & Prac in School Law
- Research & Writing in Education
- School Administration (2)
- School Principal
- School Bldg & Planning Instr
- Scope and Purp of the Elem Sch
- Statistics in Education
- Supervision of Instruction
- Theories and Techn of Counseling
- Vocational Guidance

Business + Economics

- School Finance

Fine Arts

- Graduate Art course
- Graduate Art Education courses

Sciences + Math

- Biology

Social Sciences

- The American Legal System

2. Please list the course titles of the Standard certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education

- Child Growth and Development
- Educational Psychology (2)
- Education courses
- Philosophy of Education
- Principles of Education
- Professional Education courses
- Teaching Elementary Mathematics

English

- Childrens Literature
- Literature (Upper Division)
- Methods of Language Arts

Sciences + Math

- Modern Math I
- Modern Math II
- Modern Math for Elem Teachers
- Natural Sciences

Social Sciences

- History course
- History (Upper Division)
- Political Science
- United States to 1865

3. Please list any courses which are required for either the Master's degree or the Standard certificate that would be more convenient to take if offered through Idaho Continuing Education although you could take them elsewhere.

Education
- Childrens Literature
- Counseling
- Education courses
- Elementary Methods
- English for Elem Teachers
- Health Education
- Meth of Elem Language Arts
- Methods of Elem Science
- Methods of Social Studies
- Philosophy of Education
- Physical Education
- Professional Education courses
- Research and Writing in Educ
- School Administration
- School Bldg and Planning Instr
- School Principal
- Supervision of Instruction
- Teaching Elementary Math

English
- Advanced Literature
- New English

Fine Arts
- Art Education
- Fine Arts courses
- Music courses

Sciences + Math
- Modern Math I
- Modern Math II (2)

Social Sciences
- History
- Methods of Social Studies
- Political Science
- United States to 1865

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

Education
- Audio Visual Education (2)
- Coaching
- Drivers Education
- Education courses
- Methods of Elementary Reading
- Methods of Teaching Foreign Lang
- Physical Education courses
- Reading Development
- Remedial Reading

English
- Advanced Vocabulary
- Creative Writing
- Creativity
- English Literature
- Etymology
- Linguistics (2)
- Reading in Beginning Greek Lit
- Semantics

Economics + Business
- Economics

Fine Arts
- Art
- Art Methods
- Methods of Elem Art
- Spanish

Sciences + Math

- Astronomy
- Beginning Physics
- Calculus
- Differential Equations
- Farm Shop
- Geology
- Lab: Methods in Science
- Oceanology
- Secondary Math courses
- Soil
- Teaching of Mathematics

Social Sciences

- Geography (2)
- History
- History of the Northwest

Trade and Technology

- Welding

GROUP IV (Provisional Certificate - Bachelor's Degree + 30 Hours)

1. Please list the course titles of the Master's degree requirements you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education
- Advanced Education
- Advanced Guidance

2. Please list the course titles of the Standard Certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education
- Childrens Literature (2)
- Philosophy of Education

English
- Major American Writers
- Major British Writers

Sciences + Math
- Earth Science
- Mathematics

Social Sciences
- Func and Politics of Am Gov
- Introduction to Am Gov
- United States to 1865

3. Please list any courses which are required for either the Master's degree or the Standard Certificate that would be more convenient to take if offered through Idaho Continuing Education although you could take them elsewhere.

Education
- Childrens Literature (2)
- Philosophy of Education
- Educational Administration
- Prin & Prac in School Law
- Educational Psychology
- Struc & Adm of School Finance

English
- Major American Writers
- Major British Writers

Social Sciences
- Func and Pol of Am Gov
- Intro to American Gov
- United States to 1865

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

No Responses

GROUP VI (Standard Certificate - less than Bachelor's Degree)

1. Please list the course titles of the Bachelor's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education
- Audio Visual Education
- Literature for Children
- Methods of Business Education
- Meth & Mat in Teach Elem Art
- Philosophy of Education

English
- Major British Writers (2)

Sciences + Math
- Physics

Social Sciences
- United States to 1865

Sociology + Psychology
- Basic Statistics in Psychology
- Collective Behavior
- Social Psychology

2. Please list the course titles of the Advanced certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

No Responses

3. Please list any courses which are required for either the Bachelor's degree or the Advanced certificate that would be more convenient to take if offered through Continuing Education although you could take them elsewhere.

English
- English Composition
- Humanities

Social Sciences
- Social Science

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

Education
- Art Methods
- Audio Visual Education
- Elementary Music
- Remedial Reading

Fine Arts
- Art (Primary grades)

GROUP VII (Standard Certificate - Bachelor's Degree)

1. Please list the course titles of the Master's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education

Adv Philosophy of Education (5)
Adv Reading class
Business Education
Counseling and Guidance
Curr Meth & Mat for Ment Ret
Curriculum Supervision
Education 616
Educational Administration (7)
Elementary Administration
Elementary Education (3)
(2) Guidance Principles and Practices
History of Educational Thought
Individual Intelligence Testing (2)
Industrial Arts (2)
Industrial Education
(2) Instructional Improvement for Teach
Introduction to Education (2)
Library Science (2)
Measurement and Evaluation (4)
Methodology in Teaching
Learning Difficulties, Diag of (2)
Methods of Research
Organ & Adm of Guid Prog (3)
Perceptual Impairment
Physical Education
Princ of Curriculum Development
Psychology of Learning (2)
Psychology of the Excep Child (3)
Reading Instr and Improvement
Research and Writing in Educ (5)
School Law (5)
Scope and Purp of the Elem Sch
Scope and Purp of the Sec Sch (2)
Secondary Education
Special Education
Speech Development and Curric
Supervision of Instruction
Teaching Mach & Programmed Learning
Tests and Measurements (3)
Thesis (3)
Vocational Guidance (3)

English

Classical Literature
Linguistics
History of Latin Literature
Modern English

Fine Arts

Advanced German (3)
Advanced Greek
Advanced Latin
Music

Economics + Business

Management and Finance (3)
Economics

Sciences + Math

Cellular Physiology
Genetics
Science (2)
Statistics (3)

Social Sciences

Greek or Roman History
History (4)
Political Science (3)
Social Science (2)

Sociology + Psychology

Clinical Psychology (2)
Educational Psychology (2)
Juvenile Delinquency
Psych, Social and Voc Prob
Psych-Group Assessment Techn
Psych Mental Deficiency
Soc Welfare Resources & Organ
Sociology

2. Please list the course titles of the Advanced certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education

Administration
Adolescent Psychology
Adv Elem Language Arts
Adv Philosophy of Education
Adv Reading
Airspace Workshop
Analysis & Corr of Reading Disab
Audiology I
Audio Visual Education
Business Education
Child Guidance Reading
Child Guidance Speech
Classroom Mngmt for Prim Teach
Clinical Practice (Speech)
Clinical Practice (Audiology)
Communications Workshop
Educ & Psych of Excep Children
Educational Administration
Elementary Guidance
General Semantics
History of Education
History of Educational Thought (2)
Industrial Arts
Ind Study in Sp Path & Aud
Instructional Improvement for Teach
Introduction to Education
Math for Primary Teachers
Measurement and Evaluation
Mental Hygiene in Sch Practice
Mental Retardation
Meth & Mat for Teach the Ment Ret
Org & Adm of Guidance (2)
Org & Adm of Intramural Sports
Philosophy of Education
Playground & Community Recreation
Practicum in Couns and Guid (2)
Prac in Sp Hearing and Lang Dis
Principles of Speech
Principles of Speech Correction
Reading Improvement
Remedial Reading
Remedial Work
Research and Writing in Education
School Finance
School Law
Scope & Purp of the Elem Sch (2)
Secondary School Methods
Speech Diagnosis
Speech Improvement
Speech Pract Treatment
Teaching Science
Teenage Psychology
Tests and Measurements

Sciences + Math

Basic Concepts in Mathematics

Social Sciences

History
Social Science
Soil

Sociology + Psychology

Adolescent Psychology
Adv St of Sc & Elem Soc
Sociology

3. Please list any courses which are required for either the Master's degree or the Advanced certificate that would be more convenient to take if offered through Continuing Education although you could take them elsewhere.

Education

Adv Philosophy of Education
Analysis & Corr of Read Disab (2)
Audio Visual Education (2)
Business Education
Curriculum and Supervision
Curriculum Study

Drivers Education
Educational Administration (2)
Ed Measurement and Evaluation (4)
Elem School Curriculum
Guidance
Guidance in the Elem School
Guidance Practicum
History of Ed Thought (2)
Individual Intelligence Testing (2)
Instructional Improvement for Teach
Introduction to Education
Language Sp Dev & Correction
Maladjusted Child, The
Methods of Ed Research
Organ & Adm of Guid Services
Perceptional Impairments & Vis & Hearing
Philosophy of Education (2)
Physical Education
Prin of Elem Education
Recreation, Music & Art for the Retarded
Remedial Reading (2)
Research and Writing in Education
Safety Education
School Finance
School Law
Science, Elementary Education
Scope & Purp of the Sec School
Soc Studies for Elem Education
Statistics in Education
Supervision of Instruction
Tests and Measurements
Theories of Mass Communication
Thesis
Vocational Guidance

English
Literary Criticism
Shakespeare
Thesis

Economics + Business
Public Relations

Fine Arts
French II
Modern Theater

Sciences + Math
Biology
Modern Physics
Natural Sciences

Social Sciences
Geography
History
Russian History since 1855

Sociology + Psychology
Adolescent Psychology
Psychology of Learning

Trade and Technology
Photography

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

Education
Advanced Educational Psychology
Advanced Elementary English
Advanced Elementary Reading
Advanced Elementary Science
Advanced Elementary Soc Studies
Algebra & Geom for High Sch Teach
Art Methods
Audio Visual Education
Child Guidance Clinic
Child Guid, Mental Retardation

Child Guid, Remedial Reading
Child Guid, Remedial Sp Instr
Childhood Behavior Problems
Childrens Literature
Classroom Lab work
Classrom Mngmt, Prim Teachers
Comparative Education
Counseling (2)
Creative Teaching (2)
Curriculum Instruction
Curriculum Study for Sci in High Sch
Devel Reading Ett
Diagnosis and Remed Instruction
Drivers Education
Educational Administration
Educational Psychology
Elementary Education
Elementary Guidance
Elementary School Reading
Elementary Science (2)
First Aid
Geom for Elem Teachers
Geom for Jr High Teachers
Graduate Home Economics
Guidance
History of Educational Thought
Industrial Arts
Industrial Relations
Kindergarten Education
Kindergarten Methods
Learning Disabilities
Library Science (2)
Measurement and Evaluation
Meth for Selec of Texts & Mat
Meth in Teaching History
Meth in Teaching Art
Methods of Teaching
Methods of Teaching Speech
Modern Language Arts
Organ & Adm of Guidance
Physical Education
Practical Reading
Principles of home Management
Psychology of the Excep Child
Public Relations
Reading (2)
Reading Efficiency
Reading Instruction
Reading Methods
References in Sch Library
Remedial Reading (4)
School Administration
School Law
Secondary Education
Sec Social Science Methods
Selection of Books & Related Mat
Sewing
Speech (2)
Speech Correction (2)
Speed Reading Techniques
Social Studies for Elem
Staff Communication
Survey of Brit & Am Pub Address
Tailoring
Teaching Lang--Elem Sch Meth
Teaching Reading in the Elem Sch
Teaching the Retarded Child
Team Teaching
Testing
Tests and Measurements
Trends in Education
Use of the Language Lab
Vocational Education

English

Advanced Composition
Advanced English Grammar
American Novel
English Literature
English Methods or Teach of Eng
European Literature
History of the English Language (2)
Language Arts
Linguistics
Literature
Meth and Mat of Lang Arts
Methods of Teaching Debate
Modern English
Modern Literature
Modern Poetry
New English (4)
Penmanship Princ of Teaching
Phonetics
Shakespeare
Semantics
Skills for Elem Literary Criticism
Transformational Grammar
Word Analysis

Economics + Business

- Accounting
- Advanced Typing
- Computer Programming
- Handwriting Analysis
- Typing

Fine Arts

- Advanced Conducting
- Advanced French
- Advanced Piano Lessons
- Art (Drawing) (2)
- Art History
- Ceramics (3)
- Counterpoint (Music)
- Creative Dramatics
- French History
- French Methods
- French Phonetics
- Graphics
- Greek
- History and Appreciation of Art
- Metal
- Modern Drama
- Music Methods
- Oil Painting
- Sculpture
- Seminar in Music History
- Spanish
- Spanish I

Sciences + Math

- Advanced Calculus
- Advanced Mathematics
- Basic Concepts in Math
- Chemistry
- Chemistry Lab Methods
- Complex Analysis
- Differential Equations
- Field Biology
- General Science
- Intro to Nuclear Power
- Biology I
- Linear Algebra
- Mathematics (3)
- Meth and Mat of Math
- Modern Geometry
- Modern Math (5)
- Probability
- Science Methods
- Set Theory
- Social Studies (2)
- Topology
- Physics

Social Sciences

- Advanced Hist and Geog
- American Culture
- Constitutional Law
- Geography
- Geography of N.A. (2)
- History
- His, Geog and/or Current Affairs
- History of Idaho and the West
- History of The Westward Movement (2)
- Idaho and the Pacific N.W. (2)
- Idaho History (2)
- Idaho Political Structure
- Physical Geography
- United States since 1865
- United States to 1865

Sociology + Psychology

- Analysis of Social Structure
- Family, The (Sociology)
- Philosophy (3)
- Psychology (3)
- Psychology of Learning
- Psychology of Personality
- Religion
- Study of Human Environment

GROUP VIII (Standard Certificate - Bachelor's Degree + 30 Hours)

1. Please list the course titles of the Master's degree requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education

Adv Educational Psychology	Research & Writing in Education
Measurement & Evaluation	

Economics + Business

Accounting II	Economics II

English

Graduate English courses (2)	Seminar in Shakespeare
Literary Criticism	Th and Prac in Res in English

Sciences + Math

Biology	Physical Chemistry
Calculus (2)	Qualitative Analysis
Math (Statistics)	Statistics (2)
Math (Topology)	Thermodynamics

2. Please list the course titles of the Advanced certificate requirements which you will probably not be able to complete unless they are offered by Idaho Continuing Education.

Education

Advanced Ed Law	School Finance (2)
Counseling Practicum	School Law
Educational Administration (3)	School Principals
Measurement and Evaluation	Supervision and Instruction
School Curriculum	Supervision of Personnel

Sciences + Math

Lab Science courses	Calculus

3. Please list any courses which are required for either the Master's degree or the Advanced certificate that would be more convenient to take if offered through Idaho Continuing Education although you could take them elsewhere.

Education

Advanced Educational Psychology	Research and Writing in Ed (3)
Advanced Ed Law	School Curriculum
Counseling Practicum (2)	School Finance
Educational Administration (2)	School Law
Group Guidance	School Principals
Guidance	Statistics in Education
Philosophy of Education	Supervision of Personnel

4. Please list any other courses you would like to take through Idaho Continuing Education to improve your effectiveness as a teacher or simply for general interest.

Education

- Audio Visual Education
- Counseling
- Curriculum Development
- Educational Administration
- Education Seminar
- Elementary Art
- Elementary Music (2)
- Elementary Science
- Experimental Foods
- Finance and Constr of Sch Plants
- Guidance
- Health for Elem Teach
- Language Arts for Elem Teach
- Math for Elem Teach
- Meal Management
- New Language
- Physical Education for Elem Teach
- Physical Education - Badminton, Trampoline
- Physical Education Theory
- Remedial Teaching
- Sewing of New Fabrics
- Theories of Learning

Economics + Business

- Accounting
- Advertising
- Business
- Computers
- Economics
- Retailing
- Salesmanship

English

- American & English Lit
- English
- Linguistics
- Shakespeare

Fine Arts

- Art
- Art Appreciation
- Arts and Crafts
- Art Fundamentals
- Music Appreciation

Sciences + Math

- Advanced Calculus
- Advanced Chemistry
- Advanced Physical Science
- Advanced Physics
- Aerospace
- Anthropology
- Calculus
- General Science
- Geology (2)
- Geometry
- Mathematics
- Mineralogy
- Modern Math
- Oceanography
- Physics
- Science
- Trigonometry
- Upper Division History

Social Sciences

- African History
- Asiatic History
- History of Northwest Pocatello
- Idaho flora
- Political Science seminars
- U. S. Intellectual History

Sociology + Psychology

- Logic
- Philosophy (2)
- Psychology (2)

Trade and Technology

- Electronics

TABLE II

SUMMARY OF MILES TEACHERS WOULD DRIVE FOR CONTINUING EDUCATION COURSE

CATEGORIZATION OF RESPONSES		GROUP I: Provisional Certificate Two Years of College	II: Provisional Certificate Less than Bachelor's Deg	III: Provisional Certificate Bachelor's Degree	IV: Provisional Certificate Bachelor's Deg + 30 hours	V: Standard Certificate Two Years of College	VI: Standard Certificate Less than Bachelor's Deg	VII: Standard Certificate Bachelor's Degree	VIII: Standard Certificate Bachelor's Deg + 30 hours
How many miles would you be willing to drive to take the courses listed for #1 or #2? (Courses they need to take from Idaho Continuing Education for certification or a degree)	1-10 Miles	3	9	9	2	0	1	28	4
	11-25 Miles	4	22	8	1	0	1	46	10
	26-50 Miles	2	15	5	1	0	0	30	8
	Over 50 Miles	1	6	2	0	0	0	6	2
How many miles would you be willing to drive to take the courses listed for #3? (Courses which they need to take for a degree or certification that would be more convenient to take through Idaho Continuing Education)	1-10 Miles	2	10	8	2	0	0	25	3
	11-25 Miles	4	10	2	2	0	1	27	7
	26-50 Miles	1	11	4	1	0	0	26	7
	Over 50 Miles	1	2	0	0	0	0	5	2
How many miles would you be willing to drive to take the courses listed for #4? (Courses for general interest or to simply improve their effectiveness as teachers)	1-10 Miles	1	9	8	0	0	0	40	9
	11-25 Miles	4	18	4	1	0	0	48	12
	26-50 Miles	1	12	4	0	0	0	39	10
	Over 50 Miles	1	2	0	1	0	0	8	1